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ABSTRACT

The document provides a guide for the Priority Needs Assessment Scale, designed to obtain data for completing student plans required by the New England Regional Center for Services to Deaf/Blind Children. Following general directions are tables for recording data in six areas: motor development, language development, perceptual cognitive development, daily living skills, social behavior, and pre-vocational/vocational skills. Included at the end of the document are summary graphs for the areas tested. (SBH)

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PRIORITY NEEDS ASSESSMENT SCALE

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State of Connecticut

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Bureau of Education for the Handicapped
"Centers and Services for Deaf-Blind Children"
P. L. 91 - 230, Title VI, Part C

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PRIORITY NEEDS ASSESSMENT SCALE

Developed by Deaf/Blind Staff
of Southbury Training School

March, 1978

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May 1978

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PREFACE

The United States Congress in the Education for All Handicapped Children Act of 1975 mandates that each individual with learning and/or behavior difficulties be provided an individual educational program. When an individual possesses a deaf/blind handicap and it is combined with severe or profound mental retardation, the challenge for the educational process to emerge becomes compounded and presents a professional challenge to the educator.

This PRIORITY NEEDS ASSESSMENT SCALE is a guide presented in a logical, functional and sequential manner to assist the Southbury Training School staff in achieving our objectives. There is probably no such thing as a veritable scale which meets the needs of all persons possessing this unique hardship. Obviously, this guide is no exception. The various functional areas were tested in a realistic and practical manner and have met the tests of classroom applicability.

This guide, or parts thereof, may be reproduced in form without permission for the benefit of those concerned. It is hoped that this guide will stimulate and motivate other agencies to share their experiences and insights with their colleagues.

It is through the cooperation, dedication, expertise and long hours expended by Rosemarie Burton, Cynthia Balsamo, Ellyn Carrington, Diana Garozzo, Maria Ierardi, Margaret Kailukaitis, Randi Klaire, Gail Probert and Cecile Merenda that this guide assumes its content and form.

This PRIORITY NEEDS ASSESSMENT SCALE was sponsored by the New England Regional Center for Services to Deaf-Blind Children. P.L. 91 -230, Title VI, Part C.

Micheal J. Belmont

MICHEAL J. BELMONT
SUPERINTENDENT

INTRODUCTION

The Priority Needs Assessment Scale is utilized by the Deaf/Blind Program at Southbury Training School, Southbury, Connecticut.

The evaluation will be administered in October and June and will provide the necessary data needed to complete the Student Plans required by the New England Regional Center for Services to Deaf/Blind Children. For consistency, the Biographical Data, Updated Diagnostic Information and Family Program Data pages are identical to those in the Student Plan.

Permission is hereby granted to duplicate any or all of this manual.

Rosemarie A. Burton

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DIRECTIONS

Please read carefully before using the scale

1. Four Trials Please: Allow at least four trials over a period of four days before recording a final score. When in doubt, score lower.

2. Apply the code: Give the student the opportunity to perform the task at each level of scoring in the code. Don't assume that he can or cannot perform. Try it to be sure. Apply the code from highest to lowest.

   Example:
   Give the command or tactual sign "drink" (level 4). If the student does not respond, model or demonstrate (level 3). If no response, give minimal prompts (level 2). If no response, give substantial prompts (level 1). If still no response, physically manipulate (level 0).

3. Allow at least one week to familiarize yourself with the student and his mannerisms before administering the scale.

4. The Code:

   0* - Child cannot be expected to exhibit the behavior because of a specific sensory or motor deficit (e.g. totally blind, non-ambulatory).

   0⁻ - Child is not exposed to this skill.

   0 - Total Physical Manipulation - student needs total physical help to engage in task; student is manipulated through entire task.

   1 - Physical Assistance - student is no longer totally manipulated through task but still requires substantial physical assistance in order to perform task.

   2 - Fading - student needs minimal physical prompts to perform task. Teacher is withdrawing or fading physical assistance.

   3 - Demonstration - student can perform the task when modeling, gestural cues and verbal cues are used to encourage completion. Ex. Sign and one cue.

   4 - No Help - student performs task independently once sign or verbal command are given.

   ** Special code for language and toilet training.

5. Scoring: Assign a value of zero, one, two, three or four in the appropriate column for every step of a given skill area. The score you assign should represent actual performance observed by the tester over a minimum of four trials.

Example:

Use of Spoon	0	1	2	3	4
1. Picks up spoon					4
2. Holds spoon					3
3. Scoops food					2
4. Raises spoon to mouth					1
5. Puts spoon into mouth					0
6. Removes spoon from mouth					0
7. Returns spoon to plate					0
8. Releases spoon					0

6. Graphing: A bar graph is provided at the right of each skill area to record the pre and post test scores. Fill in the appropriate number of blocks to correspond with the score for each step. This provides a visual profile of the student's performance in each skill area.

To calculate the "Maximum" score, multiply the number of steps in a given skill area, by four (4) which is the highest score that can be received on any step. Thus, in our example:

Maximum = number of steps X 4
= 8 X 4
= 32

To calculate the percentage, divide the Total score by the maximum score. Thus, in our example:

% = 10/32

% = 31

Always round off the percentages as follows: .5 and above to the next whole number, if less than .5, drop the decimal point.

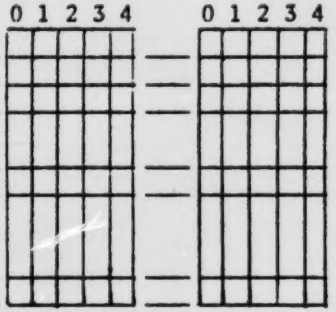
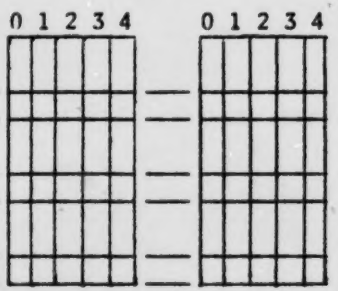
Delete items scored 0* and 0⁻ when calculating maximum score so as not to penalize a student for a physical limitation or for lack of exposure to a specific skill.

I. MOTOR DEVELOPMENT

SKILL	DATE PRE (0 1 2 3 4)	DATE POST (0 1 2 3 4)	COMMENT Pre	COMMENT Post
Fine				
1. Child opens fist	1.___	___		
2. Child closes fist	2.___	___		
3. Child closes fist around object	3.___	___		
4. Child holds object with two hands	4.___	___		
5. Child holds object with one hand	5.___	___		
6. Child releases object with two hands	6.___	___		
7. Child releases object with one hand	7.___	___		
8. Child picks up object with two hands	8.___	___		
9. Child picks up small object and holds in center of palm with all fingers and no thumb	9.___	___		
10. Child uses pincer grasp	10.___	___		
11. Child transfers object from one hand to other	11.___	___		
12. Child carries using two arms	12.___	___		
13. Child carries using two hands	13.___	___		
14. Child carries using one hand	14.___	___		
	Total: ___	___		
	Maximum: ___	___		
	% : ___ ,	___		

3

SKILL	DATE PRE	DATE POST	COMMENT Pre	COMMENT Post
Gross				
A. Head Control				
1. Child lifts head in prone position	1. ___	___		
2. Child turns head from side to side in prone position	2. ___	___		
3. Child lifts head when resting on forearms	3. ___	___		
4. Child lifts head in supine position	4. ___	___		
5. Child exhibits head control when pulled from supine to sitting position	5. ___	___		
6. Child holds head erect and steady while sitting	6. ___	___		
	Total: ___	___		
	Maximum: ___	___		
	% : ___	___		
B. Rolling				
1. When head is turned by trainer/teacher to the side, child's body will follow (non-segmented)	1. ___	___		
2. Child rolls from side to side in prone position	2. ___	___		
3. Child turns head and body follows (non-segmented) a) side to back	3a. ___	___		
b) stomach to back	b. ___	___		
c) back to side	c. ___	___		
d) back to stomach	d. ___	___		
4. Child turns head and body follows (segmented) a) side to back	4a. ___	___		
b) stomach to back	b. ___	___		
c) back to side	c. ___	___		
d) back to stomach	d. ___	___		
5. Rolls continuously	5. ___	___		
	Total: ___	___		
	Maximum: ___	___		
	% : ___	___		

SKILL	DATE (PRE / POST)	COMMENT	
		Pre	Post
C. Sitting (in chair) 1. Child sits down in chair 2. Child gets up from chair 3. Child holds head erect 4. Child uses postural control of upper trunk 5. Child keeps feet flat on floor 6. Child shows protective reaction if balance suddenly disturbed while sitting 7. Child sits in chair	 Total: ___ ___ Maximum: ___ ___ % : ___ ___		
D. Sitting (on floor) 1. Child can pull self to sitting position 2. Child holds head erect 3. Child uses postural control of upper trunk 4. Child uses hands for support 5. Child shows protective reaction if balance is suddenly disturbed 6. Child sits on floor	 Total: ___ ___ Maximum: ___ ___ % : ___ ___		

SKILL	DATE PRE	DATE POST	COMMENT Pre	COMMENT Post
E. Non-Ambulatory Movement	0 1 2 3 4	0 1 2 3 4		
1. Child moves self by rolling	1.___	___		
2. Child moves self by pushing or pulling body across floor	2.___	___		
3. Child scoots	3.___	___		
4. Child supports self on forearms	4.___	___		
5. Child supports self on palms	5.___	___		
6. Child supports self in all fours position	6.___	___		
7. Child crawls on hands and knees	7.___	___		
8. Child attains kneeling position	8.___	___		
9. Child attains kneel/stand position	9.___	___		
10. Child attains standing position	10.___	___		
	Total: ___	___		
	Maximum: ___	___		
	% : ___	___		
F. Manipulating a Wheelchair	0 1 2 3 4	0 1 2 3 4		
1. Child holds hands on wheels	1.___	___		
2. Child pushes one wheel at a time	2.___	___		
3. Child pushes two wheels	3.___	___		
4. Child uses wheelchair for mobility	4.___	___		
5. Child manipulates chair around obstacles	5.___	___		
	Total: ___	___		
	Maximum: ___	___		
	% : ___	___		

SKILL	DATE PRE	DATE POST	COMMENT Pre	COMMENT Post
G. Ambulation	0 1 2 3 4	0 1 2 3 4		
1. Child attempts moving feet	1.___	___		
2. Child takes steps forward	2.___	___		
3. Child side steps	3.___	___		
4. Child walks backwards	4.___	___		
5. Child walks on irregular surfaces	5.___	___		
6. Child walks upstairs				
a) without alternating feet	6a.___	___		
b) alternating feet	b.___	___		
7. Child walks downstairs				
a) without alternating feet	7a.___	___		
b) alternating feet	b.___	___		
	Total: ___	___		
	Maximum: ___	___		
	% : ___	___		

II. LANGUAGE DEVELOPMENT

SKILL	PRE		POST		COMMENT	
	YES	NO	YES	NO	Pre	Post
A. Pre-Language Skills						
1. Responds to environment	1.___	___	___	___		
2. Child changes behavior in response to a stimulus	2.___	___	___	___		
3. Aware of differences between human voices and environmental sounds	3.___	___	___	___		
4. Responds to human voice	4.___	___	___	___		
5. Child communicates (to teacher) a desire for continuing activities by repeating actions or body movements	5.___	___	___	___		
6. Child repeats action with an object in order to recreate an interesting effect	6.___	___	___	___		
7. Child cries or smiles for a specific reason	7.___	___	___	___		
8. Child babbles	8.___	___	___	___		
9. Child makes speech-like sounds	9.___	___	___	___		
10. Child makes clear one syllable sounds (ma, da)	10.___	___	___	___		
11. Child vocalizes for a specific reason	11.___	___	___	___		

SKILLS	DATE (PRE / POST)	COMMENT: Pre	COMMENT: Post
B. Receptive Signs			
I. DAILY LIVING SKILLS			
A. Dressing	0 1 2 3 4 / 0 1 2 3 4		
1. coat off	1. ___ ___		
2. coat on	2. ___ ___		
3. hat	3. ___ ___		
4. pants down	4. ___ ___		
5. pants up	5. ___ ___		
6. shirt off	6. ___ ___		
7. shirt on	7. ___ ___		
8. shoe on	8. ___ ___		
9. sock off	9. ___ ___		
10. sock on	10. ___ ___		
	Total: ___ ___		
	Maximum: ___ ___		
	% : ___ ___		
B. Grooming	0 1 2 3 4 / 0 1 2 3 4		
1. bath	1. ___ ___		
2. bathroom	2. ___ ___		
3. blow nose	3. ___ ___		
4. comb hair	4. ___ ___		
5. brush teeth	5. ___ ___		
6. deodorant	6. ___ ___		
7. shave	7. ___ ___		
8. smell	8. ___ ___		
9. wash hair	9. ___ ___		
10. wash hands	10. ___ ___		
11. wash mouth	11. ___ ___		
12. water on	12. ___ ___		
13. water off	13. ___ ___		
	Total: ___ ___		
	Maximum: ___ ___		
	% : ___ ___		

SKILL	DATE PRE	DATE POST	COMMENT Pre	COMMENT Post
C. Feeding	0 1 2 3 4	0 1 2 3 4		
1. drink	1. ___	___		
2. eat	2. ___	___		
3. finished	3. ___	___		
4. bib	4. ___	___		
	Total: ___	___		
	Maximum: ___	___		
	% : ___	___		
II. MOTOR DEVELOPMENT				
A. Gross	0 1 2 3 4	0 1 2 3 4		
1. bus	1. ___	___		
2. come here	2. ___	___		
3. crawl	3. ___	___		
4. down	4. ___	___		
5. jump	5. ___	___		
6. kneel	6. ___	___		
7. roll	7. ___	___		
8. run	8. ___	___		
9. scoot	9. ___	___		
10. stand	10. ___	___		
11. sit	11. ___	___		
12. stop	12. ___	___		
13. wait	13. ___	___		
14. walk	14. ___	___		
15. up	15. ___	___		
	Total: ___	___		
	Maximum: ___	___		
	% : ___	___		

SKILL	DATE PRE	DATE POST	COMMENT Pre	COMMENT Post
B. Fine	0 1 2 3 4	0 1 2 3 4		
1. button	1. ___	___		
2. fold	2. ___	___		
3. pick up (used for soap, towel, spoon, fork, toothpaste	3. ___	___		
4. push	4. ___	___		
5. put down	5. ___	___		
6. unbutton	6. ___	___		
7. zipper down	7. ___	___		
8. zipper up	8. ___	___		
	Total: ___	___		
	Maximum: ___	___		
	% : ___	___		
III. PERCEPTUAL/COGNITIVE	0 1 2 3 4	0 1 2 3 4		
1. earmolds	1. ___	___		
2. look	2. ___	___		
	Total: ___	___		
	Maximum: ___	___		
	% : ___	___		
IV. SOCIAL				
A. Leisure Time	0 1 2 3 4	0 1 2 3 4		
1. gym	1. ___	___		
2. headphones	2. ___	___		
3. music	3. ___	___		
4. play	4. ___	___		
5. sleep	5. ___	___		
	Total: ___	___		
	Maximum: ___	___		
	% : ___	___		

SKILL	DATE PRE	DATE POST	COMMENT Pre	COMMENT Post
B. Behavior	0 1 2 3 4	0 1 2 3 4		
1. good	1. ___	___		
2. no	2. ___	___		
	Total: ___	___		
	Maximum: ___	___		
	% : ___	___		
V. Pre-Vocational (see fine motor)				
C. Expressive Signs				
I. DAILY LIVING SKILLS				
A. Dressing	0 1 2 3 4	0 1 2 3 4		
1. coat off	1. ___	___		
2. coat on	2. ___	___		
3. hat	3. ___	___		
4. pants down	4. ___	___		
5. pants up	5. ___	___		
6. shirt	6. ___	___		
7. shirt on	7. ___	___		
8. shoe on	8. ___	___		
9. sock off	9. ___	___		
10. sock on	10. ___	___		
	Total: ___	___		
	Maximum: ___	___		
	% : ___	___		

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SKILL	DATE PRE	DATE POST	COMMENT
B. Grooming	0 1 2 3 4	0 1 2 3 4	
1. bath	1. ___	___	
2. bathroom	2. ___	___	
3. blow nose	3. ___	___	
4. brush teeth	4. ___	___	
5. comb hair	5. ___	___	
6. deodorant	6. ___	___	
7. shave	7. ___	___	
8. smell	8. ___	___	
9. wash hair	9. ___	___	
10. wash hands	10. ___	___	
11. wash mouth	11. ___	___	
12. water on	12. ___	___	
13. water off	13. ___	___	
	Total: ___	___	
	Maximum: ___	___	
	% : ___	___	
C. Feeding	0 1 2 3 4	0 1 2 3 4	
1. drink	1. ___	___	
2. eat	2. ___	___	
3. finished	3. ___	___	
4. bib	4. ___	___	
	Total: ___	___	
	Maximum: ___	___	
	% : ___	___	

SKILL	DATE PRE	DATE POST	COMMENT Pre	COMMENT Post
II. MOTOR DEVELOPMENT				
A. Gross	0 1 2 3 4	0 1 2 3 4		
1. bus	1. ___	___		
2. come here	2. ___	___		
3. crawl	3. ___	___		
4. down	4. ___	___		
5. jump	5. ___	___		
6. kneel	6. ___	___		
7. roll	7. ___	___		
8. run	8. ___	___		
9. scoot	9. ___	___		
10. stand	10. ___	___		
11. sit	11. ___	___		
12. stop	12. ___	___		
13. wait	13. ___	___		
14. walk	14. ___	___		
15. up	15. ___	___		
	Total: ___	___		
	Maximum: ___	___		
	% : ___	___		
B. Fine	0 1 2 3 4	0 1 2 3 4		
1. button	1. ___	___		
2. fold	2. ___	___		
3. pick up (used for soap, towel, spoon, fork, toothpaste	3. ___	___		
4. push	4. ___	___		
5. put down	5. ___	___		
6. unbutton	6. ___	___		
7. zipper down	7. ___	___		
8. zipper up	8. ___	___		
	Total: ___	___		
	Maximum: ___	___		
	% : ___	___		

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SKILL	DATE PRE	DATE POST	COMMENT Pre	COMMENT Post
III. PERCEPTUAL/COGNITIVE	0 1 2 3 4	0 1 2 3 4		
1. earmolds	1. ___	___		
2. look	2. ___	___		
	Total: ___	___		
	Maximum: ___	___		
	% : ___	___		
IV. SOCIAL				
A. Leisure Time	0 1 2 3 4	0 1 2 3 4		
1. gym	1. ___	___		
2. headphones	2. ___	___		
3. music	3. ___	___		
4. play	4. ___	___		
5. sleep	5. ___	___		
	Total: ___	___		
	Maximum: ___	___		
	% : ___	___		
B. Behavior	0 1 2 3 4	0 1 2 3 4		
1. good	1. ___	___		
2. no	2. ___	___		
	Total: ___	___		
	Maximum: ___	___		
	% : ___	___		
V. PRE-VOCATIONAL (see fine motor)				

III. PERCEPTUAL COGNITIVE

SKILL	DATE PRE (0 1 2 3 4)	DATE POST (0 1 2 3 4)	COMMENT Pre	COMMENT Post
A. Visual Development				
1. Child responds to visual stimulus and shows brightness sensitivity.	1.___	___		
2. Child directs gaze toward light source	2.___	___		
3. Child looks at large object within 45 seconds of its presentation	3.___	___		
4. Child can make eye contact and maintain at least five seconds:				
a. with object	4a.___	___		
b. with person	b.___	___		
5. Child visually tracks without crossing midline from: a. center to side	5a.___	___		
b. side to center	b.___	___		
6. Child tracks objects horizontally	6.___	___		
7. Child tracks objects vertically	7.___	___		
8. Child looks at small object within 45 seconds of its presentation	8.___	___		
9. Child visually locates object and moves toward it	9.___	___		
10. Child shifts gaze from one object to another	10.___	___		
11. Child uses residual vision to locate stimuli	11.___	___		
12. Child visually examines objects	12.___	___		
	Total: ___	___		
	Maximum: ___	___		
	% : ___	___		

SKILL	DATE	COMMENT	
	PRE POST		
B. Auditory Development 1. Child responds to sounds 2. Child responds to name 3. Child attends to or responds to rhythmical sounds 4. Child recognizes inflection in voice 5. Child uses sound cues 6. Child localizes sound	0 1 2 3 4 — 0 1 2 3 4 1. ___ — ___ 2. ___ — ___ 3. ___ — ___ 4. ___ — ___ 5. ___ — ___ 6. ___ — ___ Total: ___ — ___ Maximum: ___ — ___ % : ___ — ___	Pre	Post

SKILL	PRE		POST		COMMENT	
C. Tactual Development	YES	NO	YES	NO	Pre	Post
1. Responds to tactile stimulation	1.___	___	___	___		
2. Accepts or tolerates bodily contact with:						
a) soft, smooth textures	2a.___	___	___	___		
b) rough textures	b.___	___	___	___		
c) hard textures	c.___	___	___	___		
d) cold water	d.___	___	___	___		
e) warm water	e.___	___	___	___		
3. Sensitive to changes in body temperature	3.___	___	___	___		
4. Responds to vibrations	4.___	___	___	___		
5. Child identifies familiar object by touch	5.___	___	___	___		
6. Child pinpoints body parts when stimulated tactually	6.___	___	___	___		
D. Body Image	YES	NO	YES	NO		
1. Exhibits body awareness	1.___	___	___	___		
2. Touches own body parts in a non-self stimulatory manner	2.___	___	___	___		
3. Allows being touched by: a) teacher, trainer	3a.___	___	___	___		
b) peers	b.___	___	___	___		
4. Attempts to find stimulation from:						
a) a person	4a.___	___	___	___		
b) an object	b.___	___	___	___		
5. Allows interruption of self stimulatory behavior	5.___	___	___	___		
6. Favors certain stimuli	6.___	___	___	___		
7. Responds consistently to familiar stimulus	7.___	___	___	___		
8. Will share objects or attention	8.___	___	___	___		
9. Chooses activities and perseverates on choice	9.___	___	___	___		
10. Allows routine to be interrupted	10.___	___	___	___		

IV. DAILY LIVING SKILLS

SKILL	DATE PRE	DATE POST	COMMENT Pre	COMMENT Post
Development of Pre-Feeding Skills	0 1 2 3 4	0 1 2 3 4		
1. Allows being fed from spoon	1. ___	___		
2. Lip closure	2. ___	___		
3. Lateral tongue movement	3. ___	___		
4. Chews food	4. ___	___		
5. Swallows food	5. ___	___		
	Total: ___	___		
	Maximum: ___	___		
	% : ___	___		
Development of Self-Feeding Skills				
I. FEEDING				
A. Use of Spoon	0 1 2 3 4	0 1 2 3 4		
1. Child picks up spoon	1. ___	___		
2. Child holds spoon	2. ___	___		
3. Child scoops food	3. ___	___		
4. Child raises spoon to mouth	4. ___	___		
5. Child puts spoon into mouth	5. ___	___		
6. Child removes spoon from mouth	6. ___	___		
7. Child returns spoon to plate	7. ___	___		
8. Child releases spoon	8. ___	___		
	Total: ___	___		
	Maximum: ___	___		
	% : ___	___		

SKILL	PRE / POST DATE	COMMENT	
		Pre	Post
B. Food Types 1. Child eats ground foods 2. Child eats semi-solids 3. Child eats solids	0 1 2 3 4 / 0 1 2 3 4 1. ___ ___ 2. ___ ___ 3. ___ ___ Total: ___ ___ Maximum: ___ ___ %: ___ ___		
C. Finger Foods 1. Child picks up finger foods 2. Child holds finger foods 3. Child raises food to mouth 4. Child bites food	0 1 2 3 4 / 0 1 2 3 4 1. ___ ___ 2. ___ ___ 3. ___ ___ 4. ___ ___ Total: ___ ___ Maximum: ___ ___ %: ___ ___		
D. Use of Fork 1. Child picks up fork 2. Child holds fork 3. Child pierces food 4. Child raises fork to mouth 5. Child puts fork into mouth 6. Child removes fork from mouth 7. Child returns fork to plate 8. Child releases fork	0 1 2 3 4 / 0 1 2 3 4 1. ___ ___ 2. ___ ___ 3. ___ ___ 4. ___ ___ 5. ___ ___ 6. ___ ___ 7. ___ ___ 8. ___ ___ Total: ___ ___ Maximum: ___ ___ %: ___ ___		

SKILL	DATE (PRE / POST)	COMMENT: Pre	COMMENT: Post
E. Liquids	0 1 2 3 4 / 0 1 2 3 4		
1. Child accepts liquids	1. ___ / ___		
2. Lip closure	2. ___ / ___		
3. Child swallows	3. ___ / ___		
4. Child holds cup/glass	4. ___ / ___		
5. Child raises to mouth	5. ___ / ___		
6. Child tilts cup	6. ___ / ___		
7. Child returns cup to table	7. ___ / ___		
8. Child releases cup in proper position	8. ___ / ___		
	Total: ___ / ___		
	Maximum: ___ / ___		
	% : ___ / ___		
	Use this code for scoring the section below: 0 = no response 1 = 1 - 25% 2 = 26 - 50% 3 = 51 - 75% 4 = 76 - 100%		
II. GROOMING			
A. Toileting	0 1 2 3 4 / 0 1 2 3 4		
1. Child sits on toilet or potty chair for scheduled time	1. ___ / ___		
2. Child eliminates on toilet	2. ___ / ___		
3. Child wipes self	3. ___ / ___		
4. Child flushes	4. ___ / ___		
5. Child indicates need	5. ___ / ___		
	Total: ___ / ___		
	Maximum: ___ / ___		
	% : ___ / ___		

SKILL	DATE PRE	DATE POST	COMMENT Pre	COMMENT Post
B. Toothbrushing	0 1 2 3 4	0 1 2 3 4		
1. Child tolerates teeth being brushed	1.	1.		
2. Child grasps toothbrush	2.	2.		
3. Child holds toothbrush	3.	3.		
4. Child applies toothpaste	4.	4.		
5. Child brings toothbrush to mouth	5.	5.		
6. Child puts brush into mouth	6.	6.		
7. Child brushes teeth	7.	7.		
8. Child returns toothbrush to appropriate place	8.	8.		
9. Child rinses mouth	9.	9.		
	Total:			
	Maximum:			
	% :			
C. Face Washing	0 1 2 3 4	0 1 2 3 4		
1. Child tolerates face being washed	1.	1.		
2. Child picks up face cloth	2.	2.		
3. Child wets face cloth	3.	3.		
4. Child squeezes face cloth	4.	4.		
5. Child opens face cloth	5.	5.		
6. Child applies soap	6.	6.		
7. Child brings cloth to face	7.	7.		
8. Child washes face	8.	8.		
9. Child rinses face	9.	9.		
10. Child returns cloth to proper place	10.	10.		
11. Child dries face	11.	11.		
	Total:			
	Maximum:			
	% :			

SKILL	DATE PRE	DATE POST	COMMENT Pre	COMMENT Post
D. Handwashing	0 1 2 3 4	0 1 2 3 4		
1. Child tolerates getting hands wet	1. ___	___		
2. Child turns on faucet	2. ___	___		
3. Child wets hands	3. ___	___		
4. Child picks up soap	4. ___	___		
5. Child applies soap to hands	5. ___	___		
6. Child returns soap to sink	6. ___	___		
7. Child rubs hands together	7. ___	___		
8. Child rinses hands	8. ___	___		
9. Child turns water off	9. ___	___		
10. Child dries hands	10. ___	___		
	Total: ___	___		
	Maximum: ___	___		
	% : ___	___		
E. Hairbrushing	0 1 2 3 4	0 1 2 3 4		
1. Child tolerates hair being brushed	1. ___	___		
2. Child picks up hair brush	2. ___	___		
3. Child holds hair brush	3. ___	___		
4. Child brings brush to top of head	4. ___	___		
5. Child brushes hair	5. ___	___		
6. Child returns brush to table	6. ___	___		
	Total: ___	___		
	Maximum: ___	___		
	% : ___	___		

SKILL	DATE PRE	DATE POST	COMMENT Pre	COMMENT Post
F. Shaving	0 1 2 3 4	0 1 2 3 4		
1. Child tolerates being shaved	1. ___	___		
2. Child picks up shaver	2. ___	___		
3. Child holds shaver	3. ___	___		
4. Child turns on shaver	4. ___	___		
5. Child brings shaver to face	5. ___	___		
6. Child shaves partially	6. ___	___		
7. Child shaves completely	7. ___	___		
8. Child turns shaver off	8. ___	___		
9. Child returns shaver to table	9. ___	___		
	Total: ___	___		
	Maximum: ___	___		
	% : ___	___		
PRE-DRESSING & UNDRESSING	0 1 2 3 4	0 1 2 3 4		
1. Aware of being dressed & undressed	1. ___	___		
2. Cooperates with undressing	2. ___	___		
3. Cooperates with dressing	3. ___	___		
4. Assists in dressing	4. ___	___		
5. Assists in undressing	5. ___	___		
6. Attempts undressing skills	6. ___	___		
7. Attempts dressing skills	7. ___	___		
8. Undresses self	8. ___	___		
9. Dresses self	9. ___	___		
	Total: ___	___		
	Maximum: ___	___		
	% : ___	___		

SKILL	DATE PRE	DATE POST	COMMENT Pre	COMMENT Post
III. DRESSING/UNDRESSING				
A. Pants - Undressing	0 1 2 3 4	0 1 2 3 4		
1. Child grasps pants at waist	1. ___	___		
2. Child pulls pants down to thighs	2. ___	___		
3. Child pulls pants down to knees	3. ___	___		
4. Child pulls pants down to ankles	4. ___	___		
5. Child removes pants from ankles	5. ___	___		
	Total: ___	___		
	Maximum: ___	___		
	% : ___	___		
B. Pants - Dressing	0 1 2 3 4	0 1 2 3 4		
1. Child grasps pants at waistband	1. ___	___		
2. Child pulls up pants from thighs	2. ___	___		
3. Child pulls up pants from knees	3. ___	___		
4. Child pulls up pants from ankles	4. ___	___		
5. Child puts pants over toes up to ankles	5. ___	___		
	Total: ___	___		
	Maximum: ___	___		
	% : ___	___		

SKILL	DATE PRE	DATE POST	COMMENT Pre	COMMENT Post
C. Pullover shirt, sweater, coat, vest, etc. Undressing - (Backchaining Process)	0 1 2 3 4	0 1 2 3 4		
1. Child grasps shirt	1. ___	___		
2. Child pulls shirt off from one arm	2. ___	___		
3. Child pulls shirt off from both arms	3. ___	___		
4. Child removes shirt from forehead	4. ___	___		
5. Child removes shirt from chin	5. ___	___		
6. Child removes shirt from chest	6. ___	___		
7. Child removes shirt from waist	7. ___	___		
	Total: ___	___		
	Maximum: ___	___		
	% : ___	___		
D. Pullover shirt, sweater, coat, vest, etc. Dressing	0 1 2 3 4	0 1 2 3 4		
1. Child grasps shirt	1. ___	___		
2. Child pulls shirt down over head to neck	2. ___	___		
3. Child puts right arm into sleeve while holding shirt with left hand	3. ___	___		
4. Child puts left arm into sleeve while holding shirt with right hand	4. ___	___		
5. Child grasps shirt and pulls down to waist	5. ___	___		
6. Child puts shirt on when handed to him	6. ___	___		
	Total: ___	___		
	Maximum: ___	___		
	% : ___	___		

SKILL	DATE PRE	DATE POST	COMMENT Pre	COMMENT Post
E. Socks - Undressing 1. Child removes sock from toes 2. Child removes sock from midway between heel and toes 3. Child removes sock from heel 4. Child removes sock from ankle 5. Child pulls sock to ankle level	0 1 2 3 4 1. ___ 2. ___ 3. ___ 4. ___ 5. ___ Total: ___ Maximum: ___ % : ___	0 1 2 3 4 ___ ___ ___ ___ ___ ___ ___ ___		
F. Socks - Dressing 1. Child pulls sock up from ankle level 2. Child pulls sock up from heel 3. Child pulls sock up from midway between heel and toes 4. Child pulls sock up when placed over toe 5. Child puts sock on when handed to him	0 1 2 3 4 1. ___ 2. ___ 3. ___ 4. ___ 5. ___ Total: ___ Maximum: ___ % : ___	0 1 2 3 4 ___ ___ ___ ___ ___ ___ ___ ___		

SKILL	PRE DATE	POST DATE	Pre COMMENT	Post COMMENT
G. Undressing - (shirt, jacket, coat, sweater) with buttons	0 1 2 3 4	0 1 2 3 4		
1. Child removes shirt from shoulders	1.			
2. Child removes one sleeve from elbows	2.			
3. Child removes one sleeve from wrist	3.			
4. Child removes shirt	4.			
	Total:			
	Maximum:			
	% :			
H. Dressing - (coat on lap, collar toward body)	0 1 2 3 4	0 1 2 3 4		
1. Child puts hands into armholes	1.			
2. Child brings coat over head	2.			
3. Child extends arms into sleeves	3.			
4. Child pulls coat down	4.			
	Total:			
	Maximum:			
	% :			
I. Undressing - shoes	0 1 2 3 4	0 1 2 3 4		
1. Child removes shoe from toes	1.			
2. Child removes shoe from between heel and toes	2.			
3. Child removes shoe from heel	3.			
4. Child removes shoe	4.			
	Total:			
	Maximum:			
	% :			

SKILL	DATE PRE	DATE POST	COMMENT Pre	COMMENT Post
J. Dressing - shoes 1. Child puts shoe on from heel 2. Child puts shoe on from between heel and toes 3. Child puts shoe on from toes 4. Child puts shoe on	0 1 2 3 4 1. ___ 2. ___ 3. ___ 4. ___ Total: ___ Maximum: ___ % : ___	0 1 2 3 4 ___ ___ ___ ___ ___ ___ ___		
K. Unzipping 1. Child grasps zipper tab 2. Child grasps garment with other hand 3. Child attempts to unzip 4. Child unzips halfway 5. Child unzips 6. Child separates zipper at bottom catch	0 1 2 3 4 1. ___ 2. ___ 3. ___ 4. ___ 5. ___ 6. ___ Total: ___ Maximum: ___ % : ___	0 1 2 3 4 ___ ___ ___ ___ ___ ___ ___		

SKILL	DATE PRE	DATE POST	COMMENT Pre	COMMENT Post
L. Zipping	0 1 2 3 4	0 1 2 3 4		
1. Child brings garment together	1.___	___		
2. Child attaches zipper at bottom catch	2.___	___		
3. Child grasps zipper tab	3.___	___		
4. Child grasps garment with other hand	4.___	___		
5. Child attempts to zip	5.___	___		
6. Child zips halfway	6.___	___		
7. Child zips completely	7.___	___		
	Total: ___	___		
	Maximum: ___	___		
	% : ___	___		
M. Unbuttoning	0 1 2 3 4	0 1 2 3 4		
1. Child unbuttons when buttons are 1/2 of the way through the holes	1.___	___		
2. Child unbuttons when buttons are at edge of the hole	2.___	___		
3. Child lines up button with hole and pushes button through hole	3.___	___		
4. Child unbuttons completely	4.___	___		
	Total: ___	___		
	Maximum: ___	___		
	% : ___	___		

SKILL	DATE	COMMENT	
	PRE POST		
N. Buttoning 1. Child buttons when button is 1/2 of the way through the hole 2. Child buttons when button is at the beginning of the button hole 3. Child buttons completely	0 1 2 3 4 0 1 2 3 4 1. ___ ___ 2. ___ ___ 3. ___ ___ Total: ___ ___ Maximum: ___ ___ % : ___ ___	Pre	Post

V. SOCIAL BEHAVIOR

SKILL	PRE		POST		COMMENT	
A. Interaction with environment/adults/peers	YES	NO	YES	NO	Pre	Post
1. Responds to environmental stimuli	1.___	___	___	___		
2. Exhibits self-stimulatory behavior(s)	2.___	___	___	___		
3. Exhibits negative behaviors	3.___	___	___	___		
4. Responds to person to person contact	4.___	___	___	___		
5. Explores environment	5.___	___	___	___		
6. Aware of expectations in specific						
a) places	6a.___	___	___	___		
b) w/specific people	b.___	___	___	___		
7. Ceases activity in response to new activity	7.___	___	___	___		
8. Awareness of others	8.___	___	___	___		
9. Interaction with others	9.___	___	___	___		
10. Indicates preference for food	10.___	___	___	___		
11. Awareness of routine order	11.___	___	___	___		
12. Anticipates on basis of physical situation: definite participating action	12.___	___	___	___		
13. Exhibits self-awareness	13.___	___	___	___		
14. Expectation in response to repetition of a stimulus	14.___	___	___	___		
B. Leisure Time	YES	NO	YES	NO		
1. Attends to object	1.___	___	___	___		
2. Attends to activity	2.___	___	___	___		
3. Attends to person	3.___	___	___	___		
4. Engages in meaningful constructive activity for at least one minute (non-perseverative)	4.___	___	___	___		

VI. PRE-VOCATIONAL/VOCATIONAL

SKILL	DATE PRE	DATE POST	COMMENT Pre	COMMENT Post
A. Left to Right Progression 1. Child crosses midline to left and picks up one object from the table top 2. Child crosses midline to left and picks up one object from one container 3. Child places the object in the container to the right 4. Child returns to the left container continuously	0 1 2 3 4 1. ___ 2. ___ 3. ___ 4. ___ Total: ___ Maximum: ___ % : ___	0 1 2 3 4 ___ ___ ___ ___ ___ ___ ___		
B. Sorting By Texture, Size or Smell 1. Child picks up one object from one container 2. Child feels it for size or texture or child smells it 3. Child places it in appropriate container 4. Child sorts two or more items	0 1 2 3 4 1. ___ 2. ___ 3. ___ 4. ___ Total: ___ Maximum: ___ % : ___	0 1 2 3 4 ___ ___ ___ ___ ___ ___ ___		

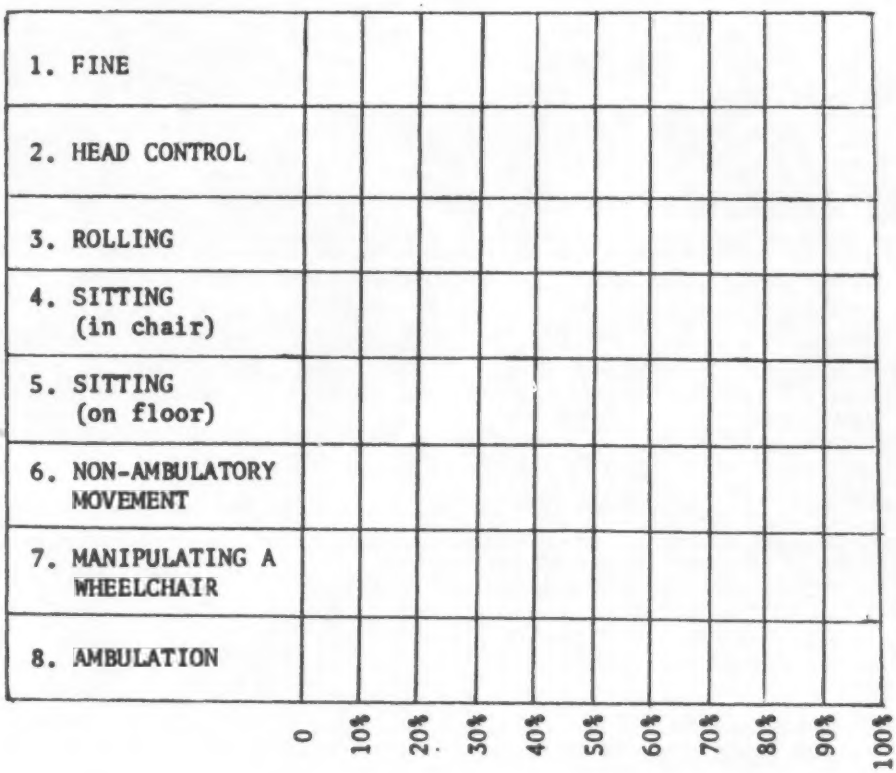
SKILL	DATE PRE	DATE POST	COMMENT Pre	COMMENT Post
C. Screwing/Snapping	0 1 2 3 4	0 1 2 3 4		
1. Child reaches to left and picks up jar	1. ___	___		
2. Child picks up lid	2. ___	___		
3. Child screws on lid	3. ___	___		
4. Child unscrews lid	4. ___	___		
5. Child snaps on lid	5. ___	___		
6. Child unsnaps lid	6. ___	___		
	Total: ___	___		
	Maximum: ___	___		
	% : ___	___		
D. Stacking	0 1 2 3 4	0 1 2 3 4		
1. Child picks up one object crossing midline to the left	1. ___	___		
2. Child places it to the right of his body	2. ___	___		
3. Child picks up second object	3. ___	___		
4. Child places it directly on top of the first object	4. ___	___		
	Total: ___	___		
	Maximum: ___	___		
	% : ___	___		

SKILL	DATE	COMMENT	
	PRE / POST	Pre	Post
E. Assembly/Packaging	0 1 2 3 4 / 0 1 2 3 4		
1. Child picks up plastic bag	1. ___ ___		
2. Child opens plastic bag	2. ___ ___		
3. Child places 1 item in bag	3. ___ ___		
4. Child folds bag in half	4. ___ ___		
5. Child places bag in stapler	5. ___ ___		
6. Child staples bag	6. ___ ___		
7. Child places completed item in proper place	7. ___ ___		
	Total: ___ ___		
	Maximum: ___ ___		
	% : ___ ___		
F. Folding	0 1 2 3 4 / 0 1 2 3 4		
1. Child places towel or face cloth in front of him	1. ___ ___		
2. Child straightens the towel or face cloth	2. ___ ___		
3. Child pincers the front corners of the towel or cloth	3. ___ ___		
4. Child picks up the front corners and folds toward the far corners	4. ___ ___		
5. Child turns cloth vertically	5. ___ ___		
6. Repeat #4	6. ___ ___		
7. Child places cloth to the side	7. ___ ___		
8. Child stacks second towel or face cloth	8. ___ ___		
	Total: ___ ___		
	Maximum: ___ ___		
	% : ___ ___		

I. MOTOR DEVELOPMENT SUMMARY GRAPH

STUDENT _____ TEACHER _____

DATE _____



	PRE TEST	POST TEST	% CHANGE
1. FINE	_____	_____	_____
2. HEAD CONTROL	_____	_____	_____
3. ROLLING	_____	_____	_____
4. SITTING (in chair)	_____	_____	_____
5. SITTING (on floor)	_____	_____	_____
6. NON-AMBULATORY MOVEMENT	_____	_____	_____
7. MANIPULATING A WHEELCHAIR	_____	_____	_____
8. AMBULATION	_____	_____	_____

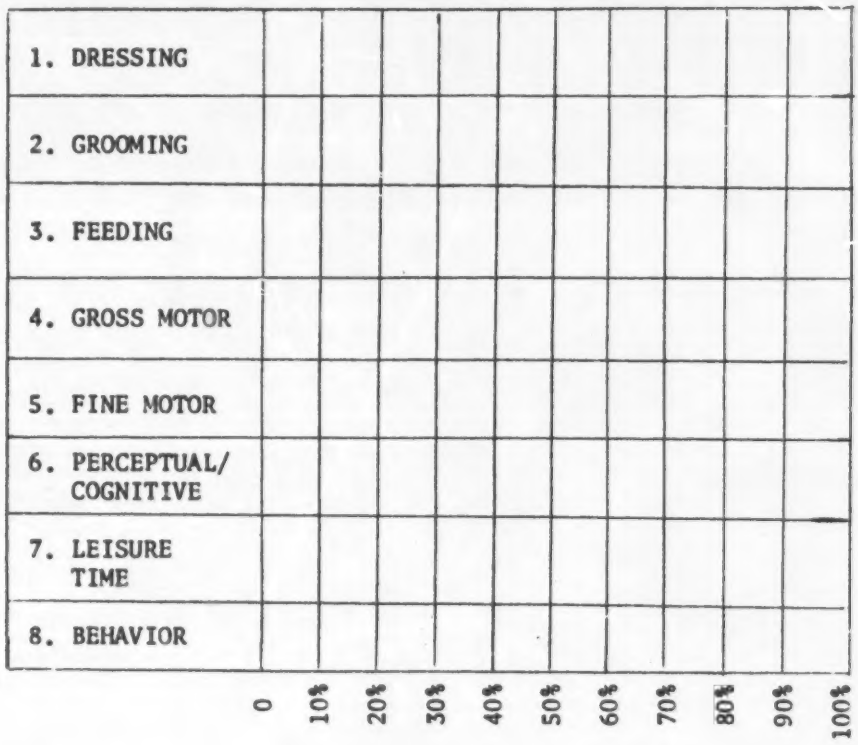
*Use different colors when graphing pre and post tests.

II. LANGUAGE DEVELOPMENT SUMMARY GRAPH

STUDENT _____ TEACHER _____

DATE _____

B. EXPRESSIVE



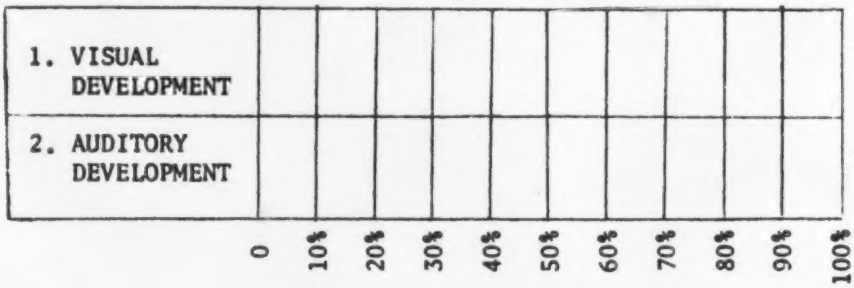
	PRE TEST	POST TEST	% CHANGE
1. DRESSING	_____	_____	_____
2. GROOMING	_____	_____	_____
3. FEEDING	_____	_____	_____
4. GROSS MOTOR	_____	_____	_____
5. FINE MOTOR	_____	_____	_____
6. PERCEPTUAL/COGNITIVE	_____	_____	_____
7. LEISURE TIME	_____	_____	_____
8. BEHAVIOR	_____	_____	_____

*Use different colors when graphing pre and post tests.

III. PERCEPTUAL/COGNITIVE SUMMARY GRAPH

STUDENT _____ TEACHER _____

DATE _____



	PRE TEST	POST TEST	% CHANGE
1. VISUAL DEVELOPMENT	_____	_____	_____
2. AUDITORY DEVELOPMENT	_____	_____	_____

*Use different colors when graphing pre and post tests.

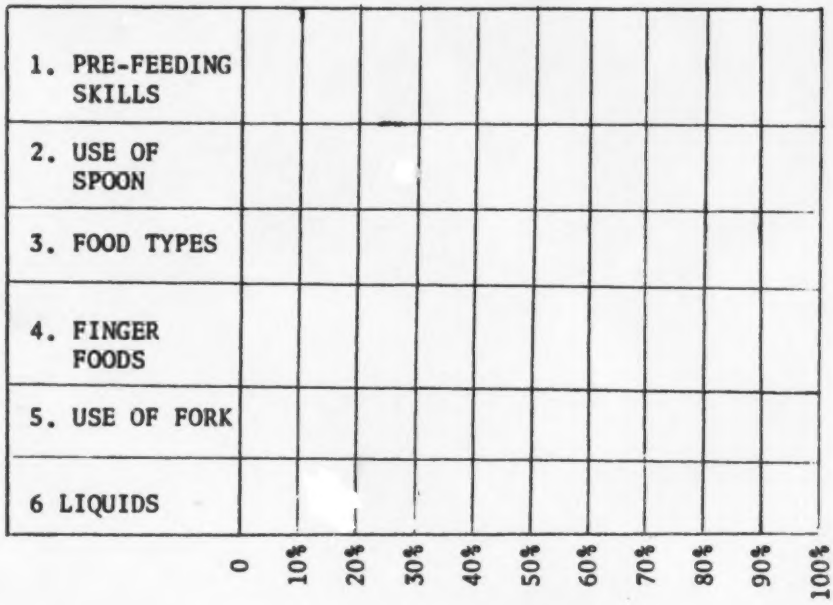
IV. DAILY LIVING SKILLS/SELF-HELP SKILLS

SUMMARY GRAPH

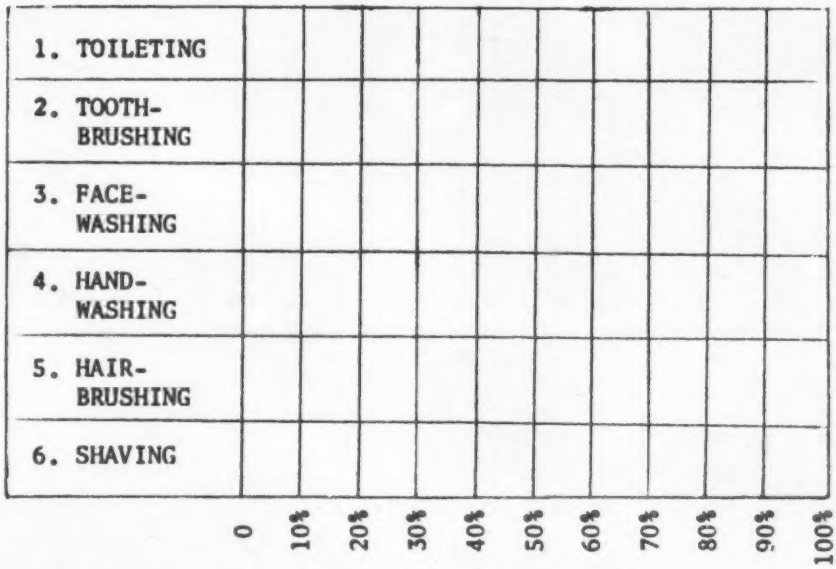
STUDENT_____ TEACHER_____

DATE_____

FEEDING



GROOMING



*Use different colors when graphing pre and post tests.

FEEDING

	PRE TEST	POST TEST	% CHANGE
1. PRE-FEEDING SKILLS	_____	_____	_____
2. USE OF SPOON	_____	_____	_____
3. FOOD TYPES	_____	_____	_____
4. FINGER FOODS	_____	_____	_____
5. USE OF FORK	_____	_____	_____
6. LIQUIDS	_____	_____	_____

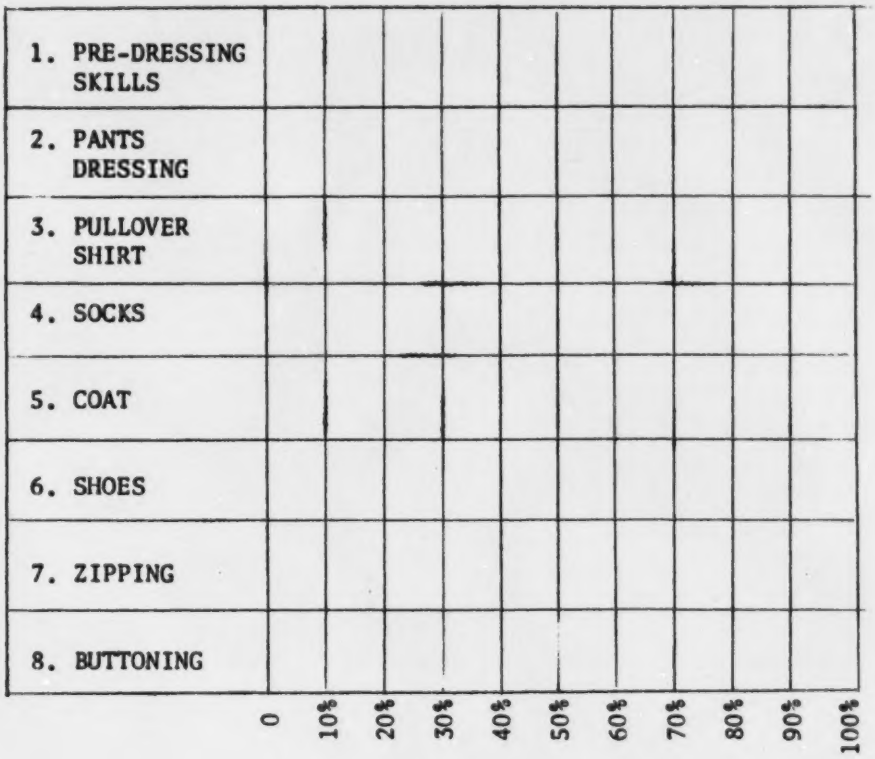
GROOMING

	PRE TEST	POST TEST	% CHANGE
1. TOILETING	_____	_____	_____
2. TOOTHBRUSHING	_____	_____	_____
3. FACEWASHING	_____	_____	_____
4. HANDWASHING	_____	_____	_____
5. HAIRBRUSHING	_____	_____	_____
6. SHAVING	_____	_____	_____

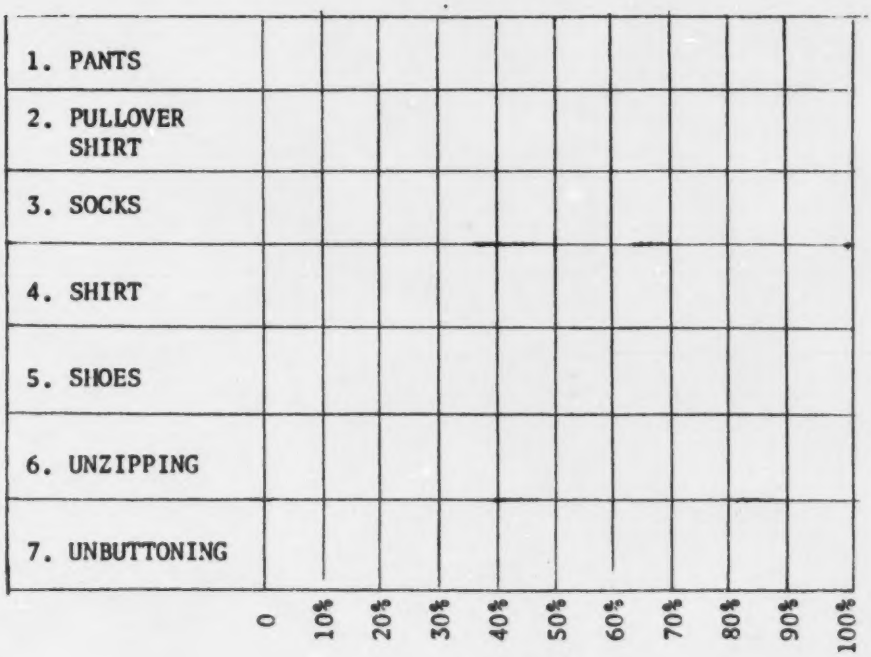
STUDENT_____ TEACHER_____

DATE_____

DRESSING



UNDRESSING



*Use different colors when graphing pre and post tests.

DRESSING

	PRE TEST	POST TEST	% CHANGE
1. PRE-DRESSING SKILLS	_____	_____	_____
2. PANTS DRESSING	_____	_____	_____
3. PULLOVER SHIRT	_____	_____	_____
4. SOCKS	_____	_____	_____
5. COAT	_____	_____	_____
6. SHOES	_____	_____	_____
7. ZIPPING	_____	_____	_____
8. BUTTONING	_____	_____	_____

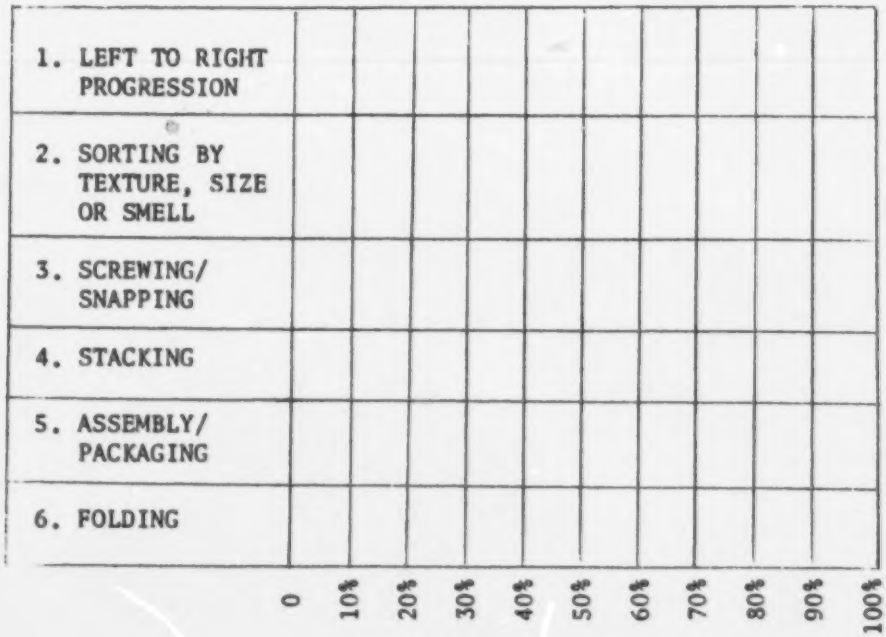
UNDRESSING

	PRE TEST	POST TEST	% CHANGE
1. PANTS	_____	_____	_____
2. PULLOVER SHIRT	_____	_____	_____
3. SOCKS	_____	_____	_____
4. SHIRT	_____	_____	_____
5. SHOES	_____	_____	_____
6. UNZIPPING	_____	_____	_____
7. UNBUTTONING	_____	_____	_____

V. PRE-VOCATIONAL/VOCATIONAL SUMMARY GRAPH

STUDENT _____ TEACHER _____

DATE _____



	PRE TEST	POST TEST	% CHANGE
1. LEFT TO RIGHT PROGRESSION	_____	_____	_____
2. SORTING BY TEXTURE, SIZE OR SMELL	_____	_____	_____
3. SCREWING/SNAPPING	_____	_____	_____
4. STACKING	_____	_____	_____
5. ASSEMBLY/PACKAGING	_____	_____	_____
6. FOLDING	_____	_____	_____

*Use different colors when graphing pre and post tests.

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